

Re-Thinking Pre-College Math: Improving Student Achievement

Project Name:

Spokane Falls Community College
(SFCC)

2. Math Department

Faculty Inquiry Groups

** We need to establish protocols/
definition/purpose for these (August
retreat? PLC's?)

WHAT DO WE TEACH AND WHY?

- Identify misconceptions (could use to inform tutors, etc)
- Revisiting CRS

HOW DO WE TEACH? -CLASSROOM EXCHANGE

- How- People Learn-excerpts/ideas
- Technology

** Transition Web mtg. group to FIGs

** Each FIG commits to group-chosen "little" change/inquiry

HOW DO WE KNOW LEARNING HAS OCCURRED? -CLASSROOM ASSESSMENT

- C.A.T.s (Class Assessment Techniques)
- Common tasks
- Common assessment items
- Assessment learning outcomes

** Important to clarify classroom assessment vs. program assessment

3. WHAT IS SUCCESS GOING TO LOOK LIKE?

⇒ STUDENT ACHIEVEMENT
Improved pass rates/retention
Less time in dev. ed.

⇒ MATH DEPARTMENT
Maintained high levels of professionalism,
respect, honesty, value of diversity

⇒ SPECIFIC STUDENT EXPERIENCES
Multi-representational. Problem-solving
more confident/independent
Increased faculty focus on classroom practice (not uniform necessarily)
department-defined indicators of proficiency
Culture of being inquisitive practitioners in a professional learning community (our culture currently supports this)
Adjuncts are fully included and supported

4. CHALLENGES?

⇒ TIME/ENERGY

⇒ TRANSFER/MLC/LECTURE ISSUES FOR STUDENTS ("BARRIERS"?)

⇒ IMPLICATIONS TO MLC/IEL/ON-LINE

⇒ KNOWING WHERE WE "ARE", IN PRACTICE/ATTITUDE, ENERGY.

1. WHAT DOES THE DEPARTMENT BRING ALREADY?

⇒ HAVE DONE CURRICULUM REVISION WORK USING CRS

⇒ HAVE BUY-IN IN SENSE THAT IT IS DEPARTMENT-WIDE (NEW CURRICULUM)

⇒ OPENNESS TO CRITICALLY INVESTIGATE

⇒ OPEN/HONEST WITH CONCERNS/DISCOMFORTS

⇒ WEEKLY MEETING STRUCTURE IS ALREADY IN PLACE

⇒ ADMINISTRATIVE SUPPORT